



**Introduction to Health and Wellness in Indigenous Communities –
INDG 105**
University Studies Program

Course Outline

COURSE IMPLEMENTATION DATE: November 2005
OUTLINE EFFECTIVE DATE: September 2021
COURSE OUTLINE REVIEW DATE: April 2026

GENERAL COURSE DESCRIPTION:

This course adopts a holistic approach to understanding health and wellness within Indigenous communities. Students examine many factors and conditions that impact Indigenous community health from a strength based rather than problem focused approach. This course also focuses on Indigenous worldviews in terms of how community health and wellness is articulated and maintained.

Traditional knowledge and Indigenous scholarship are incorporated alongside critical Indigenous Studies perspectives. Whether delivered face to face or online, the course is treated as an interactive lecture series. Indigenous representatives from local communities and scholars knowledgeable about course topics share their valuable insights and knowledge with students.

Program Information: This is a required course for the Aboriginal Education Support Worker Program. This course can be used as either a required course or an elective in several University Studies Programs. Refer to the College Program Guide for additional information.

Delivery: This course is delivered face-to-face and online.

COTR Credits: 3

Hours for this course: 45 hours

Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	45
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
Total	45

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
Total	

Course Outline Author or Contact:

Smokii Sumac, PhD Candidate

Signature

APPROVAL SIGNATURES:

Department Head
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Department Head Signature

Dean Signature

EDCO

Valid from: September 2021-April 2026

Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT:

Prerequisites: Minimum 65% in either English 12, English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency information on the College Website)

Corequisites: None

Flexible Assessment (FA):

Credit can be awarded for this course through FA Yes No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, Challenge Exam. Contact an Education Advisor for more information.

Transfer Credit: For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>

Students should also contact an academic advisor at the institution where they want transfer credit.

Prior Course Number: ANTH 105

Date changed: March 2021

Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Greenwood, M., de Leeuw, S., Lindsay, N.M. & Reading, C. (2015) *Determinants of Indigenous Peoples' Health in Canada: Beyond the social*. Canadian Scholars' Press.

Speck Culhane, D. (1987). *An Error In Judgment: The Politics of Medical Care in an Indian/white Community*. Talon Books

Selected readings available online.

Please see the instructor's syllabus or check COTR's online text calculator <http://go.cotr.bc.ca/tuition/tCalc.asp> for a complete list of the currently required textbooks.

LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to

- recognize and articulate the social determinants of health for Indigenous peoples from an Indigenous Studies perspective;
- discuss their own vocational roles, responsibilities, and relationships within the context of Indigenous health and wellness;
- recognize the importance of holistic, culturally relative and appropriate, community led health and wellness;
- use reflective thinking to evaluate historical and current factors that impact Indigenous peoples' health and wellness;
- recognize the disparities in health and wellness resources for Indigenous communities and the institutional causes of these disparities;
- recognize the effects of intergenerational oppression and systemic racism on communities and individuals;
- summarize introductory level Indigenous traditional knowledge, Indigenous scholarship and critical Indigenous Studies perspectives on current trends and issues with regard to community health and wellness;
- identify and demonstrate strength based focused practice and perspectives;
- identify best practices in Indigenous community health and wellness;
- demonstrate a culturally relative perspective in appreciating and recognizing the diversity of Indigenous peoples perceptions of community health and wellness; and
- situate their own worldview and its impact on understanding Indigenous peoples.

COURSE TOPICS:

- Perspectives on health and wellness from traditional knowledge, Indigenous scholarship, and contemporary Indigenous Studies
- Respecting identity and diversity in Indigenous communities
- The ongoing impacts of colonization, genocide, and racism on individuals and communities
- Strength based perspectives and practices

- Institutional and colonial barriers to incorporating Indigenous health and wellness: residential school experiences and intergenerational impacts; substance abuse/ addictions; fetal alcohol spectrum disorder; diet related illnesses and compromised mental and spiritual health
- Successes and best practices in health and wellness: harm reduction, trauma-informed practice, consent education, inclusive language,
- Connections to the land, culture and identity to support health and wellness
- Community healing and empowerment

See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.

EVALUATION AND ASSESSMENT (face to face and online delivery):

Assignments	% Of Total Grade
Reflective Journal(s)	30%
Midterm Research Paper	20%
Interaction & Engagement in Discussions	20%
Final Reflective Essay	<u>30%</u>
Total	100%

Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments, and use of electronic aids.

EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	59-55	54-50	< 50

A grade of "D" grants credit, but may not be sufficient as a prerequisite for sequential courses.

ACADEMIC POLICIES:

See www.cotr.bc.ca/policies for general college policies related to course activities, including grade appeals, cheating and plagiarism.

COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment, and marketing needs. The instructor endeavours to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.